

2020 TANF Youth Innovation Project Planning Instructions

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The Minnesota Department of Employment and Economic Development (DEED) Office of Youth Development is again partnering with the Minnesota Department of Human Services (DHS) and Minnesota Workforce Council Association (MWCA) on a project to provide structured work experiences and an introduction to career pathways to youth receiving Minnesota Family Investment Program (MFIP) benefits. Funds are available February 1, 2020 (or the date the contract is executed, whichever is later) and must be expended by December 31, 2020.

Project Objectives

- To provide direct services in the form of work experiences, introduction to career pathways, direct services including training, and related support services to youth on MFIP.
- To demonstrate effective interagency collaborations and local partnerships which improve the outcomes of youth on MFIP.
- To identify best practices and success stories that can be shared across states and local workforce system providers and other youth-serving agencies across the country.

Allocations

| Grantee | 2020 Allocation |
|---------------------------|----------------------|
| WDA 2 - Rural MN CEP | \$ 20,000.00 |
| WDA 4 - Duluth | \$ 13,000.00 |
| WDA 5 - CMJTS | \$ 15,000.00 |
| WDA 6 - Southwest | \$ 15,000.00 |
| WDA 7 - South Central | \$ 32,000.00 |
| WDA 8 - Southeast | \$ 20,000.00 |
| WDA 10- Minneapolis | \$ 45,000.00 |
| WDA 12 - Anoka | \$ 35,000.00 |
| WDA 15 - Ramsey | \$ 45,000.00 |
| WDA 16 - Washington | \$ 15,000.00 |
| WDA 17 - Career Solutions | \$ 30,000.00 |
| Tree Trust | \$ 15,000.00 |
| | \$ 300,000.00 |

Eligibility for Services

Youth must fall into one of two categories below at the time of enrollment to be served with these funds:

- Teen parents, ages 16 - 24, who are receiving cash MFIP benefits; and
- Younger youth, ages 14 -18, who are on the cash grant in MFIP households.

Note that participants **must** be on the cash MFIP grant at the time of enrollment in the TANF Youth Innovation Project in order to be deemed eligible. Additionally, individuals in the Diversionary Work Program are NOT eligible to receive services under the TANF Youth Innovation Project.

Providers who do not have MAXIS Inquiry access are strongly encouraged to contact Lynn Douma (Lynn.Douma@state.mn.us) at DEED to confirm MFIP status and eligibility of individual participants prior to enrollment in the project to avoid disallowed costs.

Allowable Activities

The funds may be used to provide work experiences, introduction to career pathways, direct services to youth (including training), and related support services. Up to 5 percent of the funds may be used for local administration. Work experience and career pathways are defined in Appendix A. Providers will be required to report all grant expenditures by budget category for each program participant.

Performance Indicators: Work Readiness Indicator

This project is tracked in Workforce One. Providers must enter all enrollments, activities, outcomes and expenditures in Workforce One. The work readiness indicator will be the primary performance indicator used for the 2020 TANF Innovation Project. Additional data elements that will be tracked include number of participants earning academic credit, attaining unsubsidized employment, and attending post-secondary training. Other performance indicators or benchmarks may be identified by the WDA/service provider in the plan. The definition of Work Readiness Skills and methodology for measuring Work Readiness is provided in Appendix B for reference.

Data Collection and Reporting Requirements

See Appendix C for the participant and employer data is required to be collected and reported.

Plan Submittal

To review previous TANF Youth Innovation Projects, follow the TANF Youth Innovation Projects webpage here: <https://mn.gov/deed/programs-services/office-youth-development/special/tanf/>

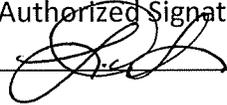
Plans should be submitted electronically to Lynn.Douma@state.mn.us as soon as possible but not later than January 17, 2020.

Cover Sheet

2020 TANF Youth Innovation Project

| | | | |
|---|---|-------------------------------------|--|
| Applicant Agency: <i>Please use the legal name and provide the full address. This is the fiscal agent with whom the grant agreement will be executed.</i> | | | |
| 1. Agency Name: | Workforce Development Inc. | | |
| 2. Director Name: | Jinny Rietmann | 8. Contact Name: | David LeGarde |
| 3. Telephone: | (507) 292-5165 | 9. Telephone: | (507) 292-5189 |
| 4. Fax: | (507)-292-5166 | 10. Fax: | (507)-292-5166 |
| 5. Email: | jrietmann@wdimn.org | 11. Email: | dlegarde@wdimn.org |
| 6. Agency Website: | workforcedevelopmentinc.org | | |
| 7. Address: | 2070 College View Road East Rochester, MN 55904 | | 12. Address: |
| | | | 2070 College View Road East Rochester, MN 55904 |
| 13. Federal Tax ID: (required) | 41-1484613 | 14. Minnesota Tax ID: (required) | 4986064 |
| 15. DUNS Number: (required) | 615475536 | 16. SWIFT Vendor ID: (if known) | VN0000216816_1 |
| Required Information: | | | |
| 17. Project Name: | Generation(s) Success! | | |
| 18. Geographic Area Served: | 10 Counties in Southeast Minnesota, including Olmsted, Goodhue, Wabasha, Rice, Steele, Freeborn, Mower, Houston, Fillmore and Dodge | | |
| 19. Number of Participants Served: | 25 | | |
| 20. Project Start Date: | February 1, 2020 | | |
| 21. Project End Date: | December 31, 2020 | | |
| 22. Total Amount of Funding Requested: | \$20,000 | | |

I certify that the information contained herein is true and accurate to the best of my knowledge and that I am authorized to submit this application on behalf of the applicant.

| | | |
|---|-----------------------------|-------------------|
| Authorized Signature  | Title Executive Director | Date 1/17/2020 |
|---|-----------------------------|-------------------|

2020 TANF INNOVATION PROJECT

Narrative Questions:

- 1. Describe the youth service provider's plans to assure collaboration with participants' MFIP Employment Service Providers regarding their Employment Service Plans, as applicable.**

The targeted population for this project will be teen parents, ages 16-24, who are receiving cash MFIP (Minnesota Family Investment Program) benefits, as well as younger youth ages 14-18 who are on the cash grant in MFIP households. As an Employment Service provider for MFIP throughout SE Minnesota, Workforce Development Inc. receives referrals directly from county human service agencies. Career Planners across the region will identify MFIP participants and youth that fit the TANF Innovation Project demographic. Youth Career Planners will work in partnership with MFIP Career Planners to identify youth, develop employment plans and refer to services provided under this project. County Human Service Agencies will also be contacted to identify those that may be part of an MFIP family but are not MFIP parents themselves. Outreach to these young people will be done by the Career Planners. WDI has a long history of co-enrollment into our MFIP programs as well as our youth/young adult programs to increase the number of youth served and to expand the services available to them, including Work Experiences. We plan to do the same for this year, while continuing to expand our Career Pathways and Work Experience opportunities.

- 2. Describe how the youth service provider will reach out to eligible youth to recruit them for the project. What percentage of participants do you expect to be from communities of color? Describe the youth service provider's plans to incorporate culturally responsive programming approaches when applicable.**

We plan to reach out to eligible youth using the following methods:

- Co-enrollment through our existing TANF funding:
As a service provider for MFIP in 9 of the ten counties, we will work with Career Planners in each office to identify eligible youth and young adults.
- Outreach through intergenerational work-readiness and job club events:
We plan to provide opportunities for families to participate in career awareness and education, work-readiness training and job search classes together. Through this intergenerational programming, we plan to enroll both teen parents on MFIP as well as youth who are in an MFIP household.
- Outreach through the Steps to Success and Baby Steps Teen Parent Programs:
Steps to Success and Baby Steps are two programs that serve young parents who are on public assistance and have other qualifying barriers to employment such as mental illness or household abuse. We have a Career Planner officed with these programs and receives referrals directly to clients.
- Co-enrollment from the Minnesota Youth Program (MYP) and other youth funding streams:
Many of the youth and young adults we serve under these funding streams will be eligible for the program. We plan to work with our Youth Career Planners to identify eligible participants who would benefit from the programming offered.
- Outreach to our partnering organizations including the Intercultural Mutual Assistance

Association (IMAA) to target youth and young adults of color.

- Share programming details with County Social Service agencies:

New programming opens doors for new partnerships, and we plan to market these services for our county social service providers to use as a resource for the clients they are serving. The more we can share the message, the more we will be able to get the word out and receive more referrals.

We plan to serve 35% youth of color through this grant. Our overall youth programs serve about 50%, and the overall demographics of the region show approximately 16% individuals of color.

We plan on engaging communities of color in our planning and implementation of programming, and we plan to increase our overall impact and outreach through staff development, training, and targeted outreach efforts. While we engage with multiple other organizations that serve youth of color in our region, we plan to extend these relationships by asking leaders from underserved communities to serve as mentors, volunteers, and sponsors in our programs. We aim to increase representation and build collaboration between organizations and cultures within our communities. We plan to create community-wide goals, plan strategically, and provide ample resources toward these efforts while continually measuring progress. Our key to improvement and success in this area is robust, targeted outreach and partnerships that build the program from its foundation. Again this past year, we were able to expand these partnerships, and we plan to continue this even further as our services become more targeted toward this population. We engage staff members of various organizations, as well as youth served by WDI and our partnering organizations, in the planning and implementation of our youth programs. We currently have two task forces who provide direction and guidance for youth programming and report to our Workforce Development Board - both our Youth Council and Outreach and Inclusion Taskforce are made up of individuals representing communities of color.

3. Describe the youth service provider's plans to introduce career pathways, prepare targeted youth for post-secondary education, provide information on high-growth, in-demand occupations in the region, and deliver financial literacy activities.

Information and support services are provided in regard to career pathways, post-secondary education, high-growth and in-demand occupations, and financial literacy for all participants through the career planning process and individual plan development. Each participant will be assigned a Career Planner to work with them intensely in each of these areas. Participants will also have the opportunity to learn with their peers and with their families through our intergenerational, multi-faceted Generation(s) Success programming.

We currently have Career Pathways programming in multiple sectors including construction, manufacturing, healthcare and human services. Programs that are the most compatible with this plan include:

- Construction Academy:

We are currently running Career Pathways training in partnership with the Carpenter's and Laborer's Unions. This program consists of a seven-week Essential Skills and Carpentry Training that allows those with barriers to employment an additional access point to an in-demand career that pays a living wage. The first two weeks are held at the Career Force Center and are taught by a WDI instructor, and covers the Essential Skills of employment. The remaining weeks have the students transition to the Carpenter's Union Training Center in Rochester, MN. Curriculum focuses first on Orientation to Carpentry, General Construction Safety, Tool Safety and Tool Recognition. Great emphasis is placed on safety throughout the entire training so that by the end of the third day, students have completed their OSHA 10, an industry-recognized certification. First Aid, CPR and AED training are also covered. The training then transitions in-the-seat to hands-on learning and includes reading a tape measure, basic math, laying out projects on a floor, introduction to wood framing, hanging drywall, a group rafter project, a metal stud and soffit frame project, a concrete forms project, and scissor-lift orientation.

Contractor interaction and buy-in are keys to the success of this program. Their input was instrumental from the beginning as this curriculum was created. What started as a six-week program grew to seven weeks with their requests to teach additional topics. Contractors will continue to be engaged in the training as they are brought in to meet with students, observe them while they work on the floor, and see how they interact with their instructors and peers. Contractors will conduct mock interviews with students, giving them a chance to take what they learned during the Essential Skills training and put it into action. Contractors are also invited for the last day of class and are given the opportunity to hire students.

Another key piece to this partnership is that unions are also working toward increasing their diversity and we are able to assist them through this programming, while also providing high-wage careers for individuals and their families.

- Healthcare Career Pathways:

Funds will allow participants to complete the WDI Healthcare Academy and follow on to CNA (Certified Nursing Assistant) training. This is a great way for participants to explore the healthcare industry and learn about the vast number of career pathways opportunities that exist in a high-demand, high-growth industry. We then support their decision to move into other healthcare careers and help them with navigation, support services and training assistance for other high-demand, living-wage careers such as Health Unit Coordinator and Medical Assistant.

- Manufacturing Academy for previously incarcerated individuals:

WDI is working with multiple partners to provide a manufacturing academy course targeting individuals currently or previously incarcerated. We know that many of the families we work with through the MFIP program have multiple barriers to employment, including some with a criminal background, and we hope to market

this program to these individuals who are interested in the manufacturing field. This program is currently offering academies in Houston, Winona, Wabasha and Goodhue counties.

- Individual Training Plans

For individuals entering various other training programs, we will continue to utilize individual training plan development and robust career counseling to assist individuals in taking advantage of training opportunities across our region. We will have training and support funding available through this program as well as our regular MFIP and youth program allocations, to encourage and support individuals in working toward a living-wage career.

4. Describe how individual youth will be matched with employment opportunities.

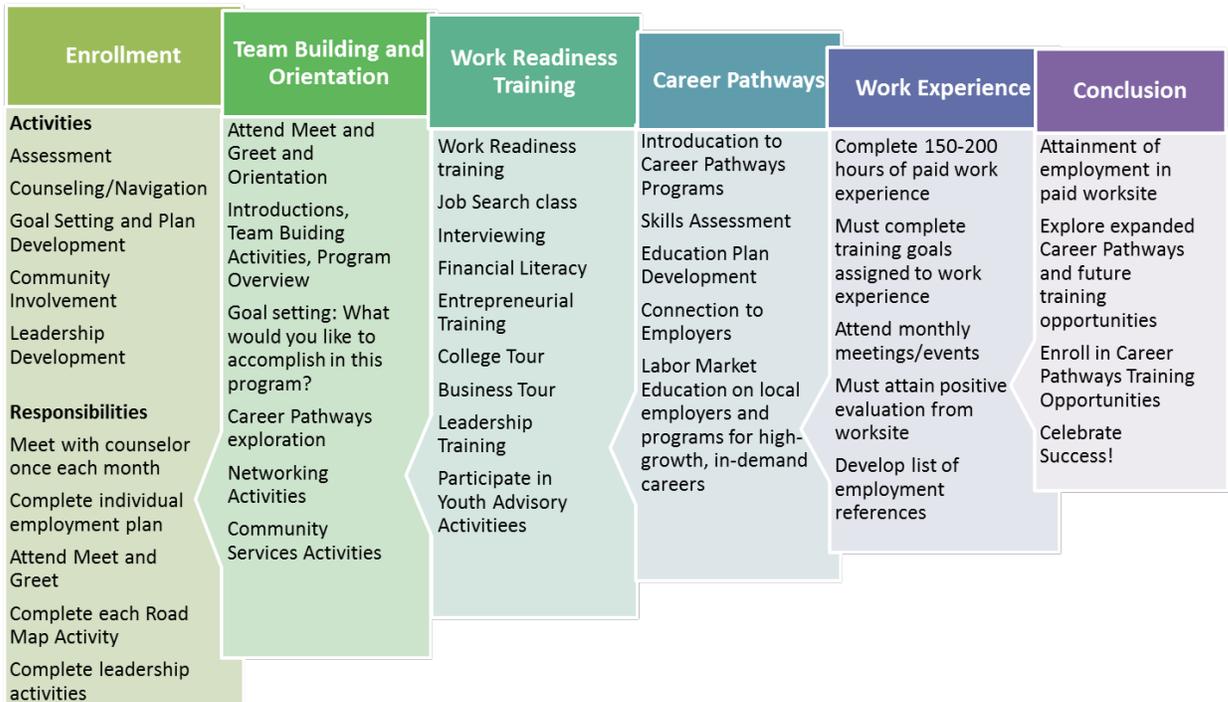
Career Planners work with individuals to determine their interests and skill set. Through this process it may be determined that a youth could benefit significantly from a Work Experience in a for-profit or non-profit organization. Staff members within the agency establish relationships with area employers to explain our Work Experience program, the benefits to youth, as well as the benefits to the community and businesses willing to participate as a work experience site.

Youth staff use a variety of worksites determined by the interests of the youth, as well as worksite supervisors who are able and willing to offer meaningful Work Experiences and mentoring opportunities for youth. We try our best to place youth in experiences that align with their career goals and interests. We also utilize positive mentors and worksites that have a passion for helping youth and teaching marketable skills to underserved youth in our area. Some of the Work Experience sites used in past years in our ten county region include nursing care facilities, automotive shops, daycares, public libraries, Alternative Learning Centers (gardening and daycare), public school districts, insurance companies, local city and municipals, hotels, Rochester Honkers Baseball Club, Habitat For Humanity and Habitat Re-Store, community/technical colleges; and non-profit organizations such as Somali Outreach Center, Islamic Center of Faribault, Red Cross, YMCA and Boys & Girls Clubs.

This activity is also heavily influenced by the private sector employer representation on the Workforce Development Board and Youth Advisory Council and their contribution to program design of the WDI Youth Program. Each of the ten counties has representation of several local private sector employers who are willing to come and speak at youth employment activities at the Career Force Centers or schools, and many are willing to allow tours or visits at their sites. We host employers at numerous job and career fairs where youth can connect with employers and explore future employment.

Lastly, we align our Work Experience opportunities as well as matching our participants with regular employment opportunities, closely with career pathways programming, all as one fluid program. We believe that in providing career awareness and education, leading into a career pathways training program, and pairing this with a meaningful, hands-on work experience, individuals can transition successfully into a sustainable and long-term career.

The following is a diagram of programming that shows this progression:



5. Describe the youth service provider’s plans to measure Work Readiness Indicators for targeted youth. Also identify any other LOCAL benchmarks/performance indicators for youth served under the 2020 TANF Innovation Project.

We use Work Readiness Curriculum to teach the soft skills portions of our job search courses, and we plan to offer this for Generation(s) Success! participants. Each youth/young adult works on this curriculum both in class as well as individually with their Career Planner. Each youth will complete this curriculum and demonstrate competency in each of the areas. The curriculum includes lessons and skill development in the following areas:

- Self-discovery including identifying transferrable and employability skills
- Effective time management
- Goal setting strategies
- Job market and skills that apply to today’s employment opportunities
- Communication with a focus on listening, non-verbal communication, communicating with supervisors and co-workers, and appropriate worksite language and language etiquette
- Contacting employers, applying for work, job searching, references, completing a job application, preparing a resume and cover letter
- Interviewing including scheduling mock interviews
- Employment laws and employment forms, interpreting a paycheck, opening a bank account and budgeting
- Keeping a job, problem-solving, conflict resolution

Another component of the Work Readiness and Work Maturity portion is the Mental Toughness training that we incorporate into the curriculum, originally developed by the Boston Youthbuild program. This curriculum has the following modules that are completed by the youth participants:

- Identity: Expectations, Labeling, Cultural Awareness
- Why Smart People Fail: Self-Destruction, Sustaining Life, Fear of Success, Accomplishing Goals, Work Ethic
- The Road to Success: Roadblocks, Conflict Resolution, Team Building, Life Skills

Financial literacy training in group and individual form is available for youth customers and staff work with individuals to complete their personal budgets, open checking/savings account, learn about their paychecks and taxes, assist with a savings plan, etc. Participants have the opportunity to learn about credit, visit with bankers individually in the community, and attend our expanded Financial Literacy courses at the Career Force Center.

Labor market information is shared with youth and used in developing each individual plan. Career Planners have been trained in using labor market tools and connect often with our local DEED labor market representative.

Lastly, we use a Work Readiness Evaluation to determine if a young person has completed all competencies and is essentially ready to be successful on a worksite.

See attached: Work Readiness Evaluation

Local Benchmarks/Performance Indicators are outlined in the Work Plan below:

ATTACHMENT 1: WORK PLAN 2020 TANF INNOVATION PROJECT

Provide a brief summary of planned services/activities provided in the project. Make additional copies of this form as needed.

| | | | | |
|---|--|--|-------------------|-----------------|
| Agency: Workforce Development Inc. | | Contact: David LeGarde dlegarde@wdimn.org | | |
| Project Goal: To increase employment opportunities and self-sufficiency for teen parents ages 16-24 who are receiving cash MFIP benefit and younger youth ages 14-18 who are on the grant in MFIP households. WDI plans to do this through Career Pathways programming and providing hands-on experiential learning opportunities, to help youth and young adults explore careers and identify options while gaining real-world experience and employment skills. | | | | |
| Strategies (activities, steps, and tasks to achieve the goal): | Expected Outcomes | Number Served | Start Date | End Date |
| TANF Innovations Project participants will participate in intergenerational work readiness training and job search curriculum ----- | 100% of youth and young adults participating in the program will successfully obtain work readiness certificate, showing their competency of each of the work readiness skills ----- | 25 | 2/1/2020 | 12/31/2020 |
| TANF Innovations Project participants will participate in Career Pathways programming, including but not limited to: Career Pathways education through awareness and plan development, career counseling, training in occupations in demand, and entrance into career pathways credentialed training programming. ----- | 80% of teens participating in the program will complete career pathways education and choose a career field to research. 30% of youth and young adults (16-24 on MFIP) will enroll into a career pathways training program ----- | 20 | 2/1/2020 | 12/31/2020 |
| TANF Innovations project participants will participate in hands-on work experience through paid work experience and/or paid employment opportunities. Career Planners will assist individuals with development on work experience goals and track work readiness competency. | 75% of individuals served through the TANF Innovation Project will complete a Work Experience 85% of youth and young adults participating in a Work Experience will successfully complete their Work Experience and show work readiness competency. | 8 | 2/1/2020 | 12/31/2020 |
| | | 18 | 2/1/2020 | 12/31/2020 |
| | | 21 | 2/1/2020 | 12/31/2020 |

**ATTACHMENT 2: BUDGET
2020 TANF INNOVATION PROJECT**

BUDGET PERIOD: 2/1/2020 to 12/31/2020

| Agency | Contact Person Phone/ E-mail |
|----------------------------|---|
| Workforce Development Inc. | David LeGarde/ (507) 251-2700 dlegarde@wdimn.org |

| Budget Category | TANF Innovation Funds |
|--|------------------------------|
| 833 - Administration (5% maximum) | \$1,000 |
| 881 - Youth Wages and Fringe Benefits | \$6,000 |
| 885 - Direct Services to Youth | \$11,000 |
| 891 - Support Services | \$2,000 |
| TOTAL | \$20,000 |

| Budget Category | Provide a detailed breakdown of the items and amounts budgeted: |
|--|---|
| 833 – Administration (5% maximum) | Administration costs to include reporting, auditing, fiscal management and support staff. Salary and fringe for portions of program director, management staff, IT staff and clerical staff. |
| 881 – Youth Wages and Fringe Benefits | Stipends/incentives and wages for individuals to participate in Work Experiences. We plan to serve 25 youth in this capacity at approximately \$800 each. |
| 885 – Direct Services to Youth | Staff salaries and benefits for Career Planners to conduct outreach and recruitment, assessment and intake, employer recruitment and training, offer career counseling and teach work-readiness courses, placement and monitoring, program/curriculum development, reporting and case management, and administering of support service funding. This category will also include training costs associated with career pathways training, basic skills education and post-secondary training. |
| 891 – Support Services | Support services for program participants including but not limited to: Transportation vouchers, clothing for work, housing assistance, training materials and supplies. |

BUDGET CATEGORIES

Administration: Costs are defined by Federal Rules at 2 CFR 200 and are generally associated with the expenditures related to the overall operation of the employment and training system. Administrative costs are associated with functions not related to the direct provision of services to program participants. These costs can be both personnel and non-personnel and both direct and indirect.

Specifically, the project defines the following costs as administration:

- Accounting, budgeting, financial and cash management functions;
- Procurement and purchasing functions;
- Property management functions;
- Personnel management functions;
- Payroll functions;
- Audit functions;
- Incident reports response functions;
- General legal service functions;
- Costs of goods and services required for the administrative functions of the program including such items as rental/purchase of equipment, utilities, office supplies, postage, and rental and maintenance of office space;
- Systems and procedures required to carry out the above administrative functions including necessary monitoring and oversight; and,
- Travel costs incurred for official business related to the above administrative functions.

Youth Wages and Fringe Benefits – Wages and benefits paid directly to youth participants while engaged in program activities. Stipends provided for educational activities should be included in this cost category.

Direct Services to Youth – Costs associated with providing direct service to youth, **EXCLUDING** costs of youth participant wages and fringe benefits and support services. Wages and fringe benefits for staff providing direct services to youth participants should be included in this cost category. Tuition payments for training programs should also be included in this category.

Support Services – Items that are necessary for a youth to participate in the project, such as transportation, clothing, tools, child care, housing/rental assistance, school-related expenses (other than tuition), etc. These expenses may be paid directly to the youth or to a third-party vendor.

APPENDIX A

DEFINITION OF WORK EXPERIENCES

(from Workforce Innovation and Opportunity Act “WIOA” Final Rules 20 CFR 681.600)

- (a) Work experiences are a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. Consistent with § 680.840, funds provided for work experiences may not be used to directly or indirectly aid in the filling of a job opening that is vacant because the former occupant is on strike, or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage. Work experiences provide the youth participant with opportunities for career exploration and skill development.
- (b) Work experiences must include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. Further academic and occupational education may occur inside or outside the work site.
- (c) The types of work experiences include the following categories:
 - (1) Summer employment opportunities and other employment opportunities available throughout the school year;
 - (2) Pre-apprenticeship programs;
 - (3) Internships and job shadowing; and
 - (4) On-the-job training opportunities as defined in WIOA sec. 3(44) and in § 680.700.

DEFINITION OF CAREER PATHWAY

(from the WIOA law)

The term “career pathway” means a combination of high-quality education, training and other services that:

- a) align with the skills of industries in the region;
- b) prepares an individual to be successful in any of a full range of secondary or post-secondary education options, including registered apprenticeships;
- c) includes counseling to support an individual in achieving the individual’s education and career goals;
- d) includes education offered concurrently with workforce preparation activities and training for a specific occupation or occupational cluster;
- e) organizes education, training and other services to meet the particular needs of an individual in a manner that accelerates the education and career advancement of the individual to the greatest extent possible.
- f) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized post-secondary credential;
- g) helps an individual enter or advance within a specific occupation or occupational cluster.

APPENDIX B

DEFINITION OF WORK READINESS SKILLS (from USDOL TEGL 17-05, Attachment B)

Work Readiness Skills - Work readiness skills include world-of-work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image.

METHODOLOGY FOR MEASURING WORK READINESS (from USDOL TEGL 07-10, Attachment B)

A worksite evaluation measuring performance in the workplace is required to assess work readiness for the work readiness indicator. Previous feedback has demonstrated that the most effective method of assessing work readiness is to require the worksite supervisor to observe and evaluate workplace performance. Having youth complete true/false or multiple choice tests, which only measure knowledge and not behavior, is a less effective tool for measuring work readiness. This worksite evaluation must be conducted by the employer. The employer (i.e., worksite supervisor) who regularly observes performance at the worksite is in the best position to assess the quality of a young person's work performance.

The worksite evaluation tool should focus on attaining a satisfactory level of workplace proficiency as opposed to a measurable increase or gain (as previously defined in TEGL No. 17-05). The attainment of proficiency or competency in the foundational and worksite-specific skills necessary to be successful in the workplace should be determined by the employer and should be based on the attainment of work behaviors outlined in the worksite evaluation tool. This tool should clearly state the overall criteria necessary to achieve workplace proficiency. For example, worksite evaluation tools could state that work readiness proficiency can only be attained after: a) the supervisor indicates satisfactory performance; and b) a minimum numerical score for determining proficiency is achieved.'

APPENDIX C

Key Data Elements Entered in Workforce One for TANF Youth Innovation Project

Participant Data

- Name
- Residence County
- MAXIS Number
- WF1 ID Number
- Date the participant entered the program
- Pre-placement training provided to participant
 - Name of training provided
 - Date training began
 - Date training ended
 - Reason training ended
 - Certificates, etc. earned for completing training
- Supportive services provided to participant
 - Type of supportive service provided
 - Amount of supportive service provided
- Date the participant exited the program
- Reason the participant exited the program

Employer Data (for each placement)

- Name of employer/worksite
- Name of participant placed
- MAXIS number of participant
- Job Title
 - Hourly wage
 - Hours per week
- Payments made to employer
 - Total wages paid
 - Total fringe benefits paid
 - Percentage of wage subsidized